

**DUCHESNE COUNTY SCHOOL DISTRICT'S PERFORMANCE-BASED COMPENSATION PLAN**  
**Approved by the Board on June 16, 2008**

The Duchesne County School Board voted to allow all school-based employees to be eligible for performance-based pay. The board therefore adopted the following plan regarding performance bonus pay for its employees for the 2008-09 school year. It is divided into five categories: Teachers, Counselors, Special Services Personnel, Administrators, and Classified Personnel.

**ELEMENTS OF THE PERFORMANCE PAY PLAN FOR TEACHERS**

**Eligibility:** Teachers with a current teaching assignment are eligible to receive Performance Pay based on individual performance using the elements and criteria outlined in the plan (See Appendix). Teachers who are terminated for cause or are on formal probation are not eligible.

**Amount:** The actual amount received will be based on the percentage of points earned according to the elements of this plan. Teachers must earn a minimum of **50 points** to be eligible for compensation.

**Criteria:** Performance Pay for Teachers includes these elements:

- Impact on student growth
- Content/pedagogical knowledge and skills
- Excellent teaching practice
- Professionalism and leadership

**Student Growth**

For all elementary teachers as well as all secondary language arts and math teachers, student growth will be measured student-by-student, not class-by-class. Teachers' impact will be measured by the progress of their specific students over the course of the year. The Average Student Learning Gain will be calculated as the higher of the median or the mean of the individual growth of each measured student over the school year during which they were in the class. Teams of teachers, working with district leadership, will determine the specific assessments to be used for the pre/post tests this summer.

Elementary teachers will choose either reading/language arts or mathematics – whichever is their lower scoring area from recent CRT results.

Average Student Learning Gain	Points
Less than 1 year's growth	0
1 to 1.1 years' growth	10
1.1 to 1.25 years' growth	25
More than 1.25 years' growth	40

There are three options for other content area teachers:

**Option 1:** Student growth will be measured in the same manner as language arts and math. For each content area uniform assessments will be selected to ensure equity across the district. Teams of teachers, working with district leadership, will determine the specific assessments to be used for the pre/post tests this summer.

CTE teachers are provided a slight variation on this option that relates to the skills certificate program. "The Skill Certificate exams verify skill attainment and, where available, industry exams are offered. This accountability system assures that all courses and programs in the state are consistently teaching to the standards established by experts in that occupational area."<sup>1</sup> CTE teachers may earn points according to the percent of their students earning "substantial" on the Skill Certificate exams.

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<sup>1</sup> Utah State Office of Education. Retrieved from <http://www.schools.utah.gov/cte/about.html>, June 17, 2008.

Students Earning Substantial	Points
0 to 35%	0
35 to 48% (2007 Statewide average)	10
49 to 70%	25
71 to 100%	40

**Option 2:** The area of focus will be **reading in the content area**. Content teachers will be encouraged to infuse reading strategies into their lessons throughout the year. A pre- and post-test will be administered to their students to assess growth. Documentation of infusion must be provided. Examples of available resources are:

<http://www.pgcps.org/~elc/readingacross.html>

<http://www.sedl.org/pubs/reading16/welcome.html>

<http://www.litandlearn.lpb.org/>

<http://www.literacymatters.org/content/readandwrite/reading.htm>)

Teams of teachers, working with district leadership, will determine the specific assessments to be used for the pre/post tests this summer. Assessment Options: <http://www.justreadflorida.com/educators/PrimSecDiagChart.asp>

**Option 3:** The area of focus will be **writing in the content area**. Content teachers will be encouraged to infuse writing into their lessons throughout the year. A pre- and post-writing sample will be administered to students to assess growth. Documentation of infusion must be provided. Examples of available resources are:

<http://www.pgcps.org/~elc/writingacross.html>

<http://www.literacymatters.org/content/readandwrite/writing.htm>

## Knowledge and Skills

Teachers must have a command of their subject matter, understand how students learn, and have a broad repertoire of teaching methods to meet the diverse needs of students. Of the seven teacher characteristics cited by the U.S. Department of Education as contributing to increasing student achievement, participation in professional development that is focused on academic content and curriculum was second only to a teacher's cognitive ability.<sup>2</sup>

In addition, a report just released by the National Research Council (NRC) of the National Academies of Sciences found that students taught by National Board Certified Teachers make higher gains on achievement tests than those taught by teachers who have not applied and those who did not achieve certification.<sup>3</sup>

Finally, the district is struggling to meet the requirements of No Child Left Behind's highly qualified teachers. Therefore, teachers who continue to develop and demonstrate skills and knowledge related to their specific discipline and work towards earning highly qualified status will earn points.

Knowledge and Skills Activity	Points
Complete approved coursework toward achieving highly qualified status	25
Pass a Praxis test related to highly qualified status	25
Achieve National Board Certification	25
Complete comprehensive professional development unit*	25

\*The Unit should be part of a coherent, comprehensive staff development plan that is research-based and aligned with the school's goals. It should focus on content knowledge or content pedagogical knowledge, and/or effective instructional strategies and techniques. Opportunities for active learning should be provided. Teacher collaboration

<sup>2</sup> Whitehurst, G. (2002). *Research on teacher preparation and professional development*. Presentation given at White House Conference on Preparing Tomorrow's Teachers, Washington, DC. Retrieved May 28, 2008, from <http://www.ed.gov/admins/tchrqual/learn/preparingteachersconference/whitehurst.html>

<sup>3</sup> Hakel, M. D., Koenig, J. A., & Elliott, S.W. *Editors. Assessing accomplished teaching: advanced-level certification programs*. Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards, National Research Council, National Academy of Sciences, Retrieved June 12, 2008 from <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=12224>

and/or study group opportunities with a clear purpose and focus should be an integral part of the unit. Follow-up sessions should be provided throughout the year. Teachers should be encouraged to become consumers of professional literature. It should include formative and summative evaluation.

### Excellent Teaching Practice

The use of effective instructional strategies stands out in the research for its potential to close the gap in academic achievement.<sup>4</sup> Therefore, points may be earned for demonstration of excellent teaching practice.

Excellent Teaching Evidence	Points
Improve on prior performance evaluation (for those due a JPAS evaluation)	10
Demonstrate implementation of formative assessment practices	15
Demonstrate implementation of data-driven instruction*	20

\*See <http://www.ncrel.org/datause/>

### Leadership

Teachers contribute to school reform by serving in leadership positions. In addition, teachers who share their expertise by conducting professional development sessions contribute to school reform. Therefore points will be awarded for participation in these key leadership roles.

Leadership Activities	Points
Participate in school reform activities above and beyond the normal course of classroom instruction <i>within</i> the school.	15
Participate on a district-wide committee or taskforce	15
Participate on a state-wide committee or taskforce	10
Attend a national conference and share a summary of lessons learned with colleagues	5
Teach a professional development class	20

## ELEMENTS OF THE PERFORMANCE PAY PLAN FOR COUNSELORS

**Eligibility:** Counselors with a current assignment are eligible to receive Performance Pay based on individual performance using the elements and criteria outlined in the plan. Counselors who are terminated for cause or are on formal probation are not eligible.

**Amount:** The actual amount received will be based on the percentage of points earned according to the elements of this plan (See Appendix). Counselors must earn a minimum of **50 points** to be eligible for compensation

**Criteria:** Performance Pay for Counselors includes these elements:

- Student Growth
- Knowledge and Skills
- Excellent counseling practice
- Professionalism and leadership

### Student Growth

“A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the school counseling program was developed from

<sup>4</sup> Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved June 10, 2003, from <http://www.mcrel.org/topics/productDetail.asp?productID=110>

a careful analysis of student needs, student achievement, and related data.”<sup>5</sup> Counselors who successfully implement a data project that is based on a thorough analysis of the academic needs of the students will receive points.

<b>Student Growth</b>	<b>Points</b>
Implement an appropriate Comprehensive Guidance and Counseling Program Data Project based on student achievement data	10
Meet the goal(s) of the data project	25

### **Knowledge and Skills**

Counselors must have a command of the comprehensive guidance program. They also need to understand other school reform issues. Therefore, counselors who continue to develop and demonstrate skills and knowledge related to their specific discipline will earn points.

<b>Knowledge and Skills Activity</b>	<b>Points</b>
Complete approved coursework toward achieving highly qualified status	25
Pass a Praxis test related to highly qualified status	25
Complete comprehensive professional development unit*	25

\*The Unit should be part of a coherent, comprehensive staff development plan that is research-based and aligned with the school’s goals. It should focus on content knowledge or content pedagogical knowledge, and/or effective instructional strategies and techniques. Opportunities for active learning should be provided. Teacher collaboration and/or study group opportunities with a clear purpose and focus should be an integral part of the unit. Follow-up sessions should be provided throughout the year. Teachers should be encouraged to become consumers of professional literature. It should include formative and summative evaluation.

### **Excellent Counseling Practice**

The implementation of effective comprehensive guidance has shown to positively impact students’ course-taking patterns and student achievement.<sup>6</sup>

<b>Excellent Counseling Evidence</b>	<b>Points</b>
Average of 3 on Comprehensive Counseling and Guidance Program criteria.	10
Average of 3.5 on Comprehensive Counseling and Guidance Program criteria.	15
Average of 4 on Comprehensive Counseling and Guidance Program criteria.	20

### **Leadership**

Counselors contribute to school reform by serving in leadership positions. In addition, counselors who share their expertise by conducting professional development sessions contribute to school reform. Therefore points will be awarded for participation in these key leadership roles.

<b>Leadership Activities</b>	<b>Points</b>
Participate in school reform activities above and beyond the normal course of counseling responsibilities <i>within</i> the school.	10
Participate on a district-wide committee or taskforce	15
Participate on a state-wide committee or taskforce	10
Attend a national conference and share a summary of lessons learned with colleagues	5
Teach a professional development class	20

<sup>5</sup> *Utah model for comprehensive counseling and guidance: K-12 programs* (2008). Retrieved from [http://www.schools.utah.gov/cte/documents/guidance/model/UtahModel\\_56\\_62.pdf](http://www.schools.utah.gov/cte/documents/guidance/model/UtahModel_56_62.pdf) June 17, 2008.

<sup>6</sup> Nelson, D.E., Fox, D.G., Haslam, M., Gardner, J. (2007). *An evaluation of Utah’s comprehensive guidance program*. IBRIC, SLC, UT.

## ELEMENTS OF THE PERFORMANCE PAY PLAN FOR SPECIAL SERVICES PERSONNEL

**Eligibility:** Certified personnel such as occupational therapists, audiologists, etc., with a current assignment are eligible to receive Performance Pay based on individual performance using the elements and criteria outlined in the plan (See Appendix). Personnel who are terminated for cause or are on formal probation are not eligible.

**Amount:** The actual amount received will be based on the percentage of points earned according to the elements of this plan. Special services personnel must earn a minimum of **50 points** to be eligible for compensation.

**Criteria:** Performance Pay for Special Services Personnel includes these elements:

- Impact on student growth
- Content/pedagogical knowledge and skills
- Excellent teaching practice
- Professionalism and leadership

### Student Growth

Goals represent what the IEP team members think students will be able to accomplish in their area(s) of disability—academic, developmental, and functional—in a year's time. Annual goals are written in measurable terms. Special services personnel will receive points based on the accomplishment of students' IEP goals.

Student Growth	Points
0-50% of students met or exceeded IEP goals.	10
51-75% of students met or exceeded IEP goals	20
76-89% of students met or exceeded IEP goals	30
85-100% of students met or exceeded IEP goals.	40

### Knowledge and Skills

Special services personnel often participate in school-based comprehensive professional development opportunities. In addition, they must keep current in their specific specialty.

Knowledge and Skills Activity	Points
Complete comprehensive professional development unit*	25

\*The Unit should be part of a coherent, comprehensive staff development plan that is research-based and aligned with the school's goals. It should focus on content knowledge or content pedagogical knowledge, and/or effective instructional strategies and techniques. Opportunities for active learning should be provided. Teacher collaboration and/or study group opportunities with a clear purpose and focus should be an integral part of the unit. Follow-up sessions should be provided throughout the year. Teachers should be encouraged to become consumers of professional literature. It should include formative and summative evaluation.

### Excellent Practice

There must be effective communication between the IEP team and the related service personnel to ensure that services are being delivered as specified in the IEP and that the student is making progress. It is critically important that the IEP files are kept up-to-date and meet compliance criteria.

Excellent Evidence	Points
All files are complaint and up-to-date	20

## Leadership

Special services personnel contribute to school reform by serving in leadership positions. In addition, those who share their expertise by conducting professional development sessions contribute to school reform. Therefore points will be awarded for participation in these key leadership roles.

Leadership Activities	Points
Participate in school reform activities above and beyond the normal course of classroom instruction <i>within</i> the school.	15
Participate on a district-wide committee or taskforce	15
Participate on a state-wide committee or taskforce	10
Attend a national conference and share a summary of lessons learned with colleagues	5
Teach a professional development class	20

## ELEMENTS OF THE PERFORMANCE PAY PLAN FOR ADMINISTRATORS

**Eligibility:** Principals and assistant principals with a current assignment are eligible to receive Performance Pay based on the elements and criteria outlined in the plan. Administrators who are terminated for cause or are on formal probation are not eligible.

**Amount:** The actual amount received will be based on the percentage of points earned according to the elements of this plan (See Appendix). Administrators must earn a minimum of **50 points** to be eligible for compensation.

**Criteria:** Performance Pay for Administrators includes these elements:

- Impact on student growth
- Content/pedagogical knowledge and skills
- Excellent teaching practice
- Professionalism and leadership

## Student Growth

Each administrator will set a student growth goal(s) with their immediate supervisor after a careful analysis of the school's data.

Student Growth	Points
Students meet or exceed academic growth goal(s) as set in collaboration with immediate supervisor.	25

## Knowledge and Skills

Administrators must understand how students learn and the broad repertoire of teaching methods needed to meet the diverse needs of students in order to be effective instructional leaders.

Knowledge and Skills Activity	Points
Complete comprehensive professional development unit*	25

\*The Unit should be part of a coherent, comprehensive staff development plan that is research-based and aligned with the school's goals. It should focus on content knowledge or content pedagogical knowledge, and/or effective instructional strategies and techniques. Opportunities for active learning should be provided. Teacher collaboration and/or study group opportunities with a clear purpose and focus should be an integral part of the unit. Follow-up sessions should be provided throughout the year. Teachers should be encouraged to become consumers of professional literature. It should include formative and summative evaluation.

## Excellent Instructional Leadership Practice

Research indicates school leadership plays a critical role in student achievement.<sup>7</sup> In fact, leadership is second only to teaching among school-related factors in its impact on student learning.<sup>8</sup> Therefore, points may be earned for demonstration of excellent leadership practice.

Excellent Teaching Evidence	Points
Improve on prior JPAS evaluation	10
Demonstrate leadership in implementing formative assessment practices	15
Demonstrate leadership in implementing data-driven instruction practices	20

## Professionalism and Leadership

Administrators contribute to school reform by serving in district and state leadership positions. In addition, those who share their expertise by conducting professional development sessions also contribute to school reform. Therefore points will be awarded for participation in these key professional roles.

Leadership Activities	Points
Participate on a district-wide committee or taskforce	10
Participate on a state-wide committee or taskforce	15
Attend a national conference and share a summary of lessons learned with colleagues	5
Teach a professional development class	20

## SCHOOL-BASED PERFORMANCE ACTIVITY FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS

These awards are based on the aggregate performance of schools that may include a wide range of possible measures. Schools must submit a proposal to the appropriate assistant superintendent for prior approval. Points are awarded to teachers, counselors, and administrators as a group. Examples of what might be included in a school-based performance proposal include:

Student-related Measures	Points
Decrease number of students not proficient in math – aggregate or by subgroup	25
Decrease number of students not proficient in language arts – aggregate or by subgroup	25
Increase attendance rate – aggregate or by subgroup	10
Decrease dropout rate – aggregate or by subgroup	10
Increase participation in concurrent enrollment/AP courses	10
Increase percent of students receiving substantial on CTE skills exams	10
Add an additional career pathway	10
School Climate Measures	Points
Increase the extent of parental/community involvement in school activities	10
Increase parent satisfaction on annual survey	15

## ELEMENTS OF THE PERFORMANCE PAY PLAN FOR CLASSIFIED PERSONNEL

**Eligibility:** School-based classified personnel are eligible to receive Performance Pay based on the elements and criteria outlined in the plan. Personnel who are terminated for cause or are on formal probation are not eligible.

<sup>7</sup> Williams, T., Kirst, M., Haertel, E., et al. (2005). *Similar students, different results: why do some schools do better? A large-scale survey of California elementary schools serving low-income students*. Mountain View, CA: EdSource.

<sup>8</sup> Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning* (Learning from Leadership Project Executive Summary). Retrieved online at <http://www.wallacefoundation.org>.

**Amount:** The amount of Performance Pay available is **\$100 per FTE**.

**Criteria:** Performance Pay for Classified Staff includes these elements:

- Excellent practice
- Client Satisfaction

**Excellent Practice**

Classified staff must have documented evidence of a satisfactory evaluation and receive a positive outcome on a customer satisfaction survey.

**The Duchesne County School Board reserves the right to make minor adjustments in the plan as needed.**



## Appendix

### Distribution of Performance-based Compensation

The amount of compensation for teachers, counselors, special services personnel, and administrators will be based on the percentage of points earned. Using \$36.33 per pupil with the 2007 enrollment count of 4,224, Duchesne County would be eligible for \$153,457.92. When the number of participating districts is determined and 2008 enrollment count is finalized the amount will be appropriately adjusted.

#### Number of Eligible Participants per School June 2008

School	Teachers	Counselors	Administrators	Classified Personnel
Altamont Elementary	16	0	1	8
Duchesne Elementary	21	0	1	6
East Elementary	41	0	1.5	14
Myton Elementary	8	0	0.5	6
Neola Elementary	9	0	0.5	7
Tabiona Elementary	7	0	0.5	1
Roosevelt Middle	25	0	1.5	11
Roosevelt Junior	27	1	1.5	7
Altamont High	18	0.7	1	6
Duchesne High	20	1	1	9
Tabiona High	5	0.2	0.5	7
Union High	42	2	2	16
Con Amore Training Center	6	0	0.5	19
Thompsons School	5	0.1	0.5	9
District	0	0	0	68
<b>TOTALS</b>	<b>250</b>	<b>5</b>	<b>13.5</b>	<b>194</b>

Classified personnel will receive \$100 each if they meet the criteria.

Per Pupil	Enrollment	Amount	Amount for Classified	Amount for Certified	Amount per Certified*
\$36.33	4,224	\$153,457.92	\$19,400	\$134,057.92	\$499.28

\*IF every certified staff member qualified for the compensation with the maximum number of points

Certified personnel must earn a minimum of 50 points to qualify for performance-based compensation. The actual amount received will be based on the percentage of points earned according to the elements of this plan.